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ABSTRACT

This report examines the progress and achievements of a Title VII Chinese Bilingual Program conducted in New York City in 1979-1980. The economic and ethnic composition of the school district and the school population are discussed in the introduction. The evaluation's design and data collection procedures are outlined along with the program's goals and objectives. The bilingual program's instructional scheme is examined in terms of class organization and curriculum instruction. Materials and techniques used in various content areas are described in a grade by grade breakdown that covers grades 1 through 9. Content areas include: (1) English language activities; (2) Chinese reading and language arts; (3) reading; (4) mathematics; (5) activities related to culture; and (6) the use of educational and cultural resources. Observations regarding attendance and parent involvement are drawn from attendance records and questionnaires. The results of a language assessment battery and the parents' questionnaires are presented. The report concludes with a positive evaluation of the program. (APM)

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ED200697

FINAL EVALUATION REPORT

ESEA TITLE VII
CHINESE BILINGUAL PROGRAM
1979-1980

Community School District One
80 Montgomery Street
New York, New York 10002

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Final Evaluation Report
Title VII
Chinese Bilingual Program
Community School District #1
1979-1980

I. Introduction

Background and Ethnic Composition of Community School District I

Community School District 1 is located in New York City, in the area known locally as the Lower East Side. The district's boundaries extend from 14th Street southward to the Manhattan Bridge and from the Bowery eastward to the East River. The Lower East Side was the original settlement area for immigrants from European countries in the seventeenth and and eighteenth centuries. Immigrants from Eastern European and Mediterranean countries settled on the Lower East Side during the nineteenth and early twentieth centuries. Life for these immigrants was hard. They lived in tenement houses and eked out a living mostly as peddlers, laborers, or in the expanding needle trades. Workshops set up in the tenements exploited and enslaved whole families; the sweatshop era had begun, with its disease and degradation. Out of these depths the labor movement developed and grew. During the years since World War II, the Eastern European population was replaced by waves of immigrants from Hispanic and Chinese backgrounds. Tenements are still the primary type of residence, although many low-income housing developemtns have been constructed recently in the southern part of the district.

The total enrollment in kindergarten through grade nine has declined from 13626 in 1976-77 to 11718 in 1979-80. Table I below presents enrollment data for Community School District I for the 1976-77 through 1979-80 school years.

Table I
Ethnic Composition of Community School District 1
1976-77 to 1979-80

	1976-1977		1977-1978		1978-1979		1979-1980*	
	#	%	#	%	#	%	#	%
American Indian	5	0.0	7	0.1	4	0.0	7	0.1
Asian	880	6.5	890	7.0	801	6.6	842	7.2
Hispanic	10097	74.1	8735	68.7	9046	74.8	8763	74.8
Not Hispanic:								
Black	1856	13.6	1685	13.3	1705	14.1	1636	14.0
White	790	5.8	623	4.9	545	4.5	470	4.0
Total	13626	100.0	12718	100.0	12101	100.0	11718	100.0

*1979-1980 data must be considered raw data and has not been officially tabulated by the New York City Board of Education.

The data in Table I indicate that while enrollment in the district has declined over the four year period, the percentage of Asian students has increased, with the Chinese comprising the predominant population group within the Asian students enrolled in schools. Within the Asian community there exists a wide variety of countries of origin, including the People's Republic of China, Taiwan, Hong Kong, Vietnam, Cambodia and Burma. For many of these 842 students of Chinese origin, Chinese is the language spoken in the home. A large number of these students are recent arrivals to New York either as immigrants or refugees. Chinese is often their dominant language. The children arrive with a wide range of academic experiences and skills, from above grade level achievement to a total lack of literacy skills.

Many Chinese immigrants and Indochinese refugees are newly arrived from troubled lands, some without families, few able to speak more than a handful of words in English. They share little except a struggle with a new and difficult language.

Table II which follows indicates the change in the number and percentage of limited English proficient children in Community School District 1 from 1976-1977 to 1979-1980 who are Chinese speaking.

Table II
Number and Percentage of Limited English Proficient Students

School Year	Total Enrollment	Chinese Enrollment #	Chinese Enrollment %	Students of Limited English Proficiency #	Students of Limited English Proficiency %
1976-77	13626	880	6.5	287	2.1
1979-80	11718	842	7.2	254	2.2

Limited English proficiency was determined by administration of the Language Assessment Battery, developed as a result of the Consent Decree the New York City Board of Edcuation and Aspira of New York and as a result of the Lau decision. The Language Assessment Battery (LAB) is administered twice each school year to all students whose native language is not English. The LAB assesses proficiency in reading, writing, speaking and understanding. Since 1976-1977, the number of limited English proficient students of Chinese origin in the district has declined slightly from 287 (2.1%) to 254 (2.2%) over the four year period.

Table III presents the number and percentage of limited English proficient students at target schools.

Table III
Number and Percentage of Limited English Proficient Students
Enrolled at Target Schools

School	Total Enrollment	Chinese Enrollment #	Chinese Enrollment %	Chinese-Speaking Students of Limited English Proficiency		LEP Students Served by Program #	LEP Students Served by Program %
P-19	644	120	18.6	49	7.6	32	5.0
P-20	663	94	14.2	30	4.5	30	4.5
J-56	1503	326	21.7	107	7.1	66	4.4
Total	2810	540	19.2	186	6.6	128	4.6

Of the 186 limited English proficient students currently enrolled at the three target schools, 128 (68.8%) participate in a full-service bilingual program. The remaining 58 entitled children were served by an ESL program. Children who received an ESL program rather than a bilingual program were those children whose parents selected the ESL option over the bilingual education option.

In order to meet the special linguistic, academic and cultural needs of the Chinese-speaking students of limited English proficiency, Community School District #1 established a Chinese bilingual program using tax levy funds. The program was supplemented by Title VII funds during the 1977-78, 1978-79 and 1979-80 academic years. The Title VII bilingual program consisted of the following activities:

- o instructional program
- o staff training
- o parental and Community involvement
- o cultural activities

This report describes, discusses and evaluates the progress and achievements of the Chinese bilingual education program in each of the four areas of activities for the 1979-80 academic year.

II. EVALUATION DESIGN AND DATA COLLECTION PROCEDURES

This report presents a broad examination of the entire program, emphasizing not only its execution and achievements, but also its impact and future prospects. It is not intended to be a narrow evaluation based solely on statistical data.

This report is based on the following data collection procedures

A. Class Visists

The bilingual education classes at P19, P20 and J56 were visited several times to observe the teaching, use of materials, and program effectiveness. The pupils' learning process was also observed.

B. Questionnaires

Pupils, parents, and teaching staff completed questionnaires developed by Seton Hall University staff to ascertain the respondent's rating of various program elements.

C. Examination of Instructional Materials

Curriculum materials in use in the bilingual education program were examined to determine their appropriateness, effectiveness and ease of adaptability to special needs.

D. Discussions with Bilingual Teachers and Paraprofessionals

During class visits, discussions were conducted with the bilingual teachers and paraprofessionals in the program to identify program strengths and identify emerging needs.

E. Discussions with Administrators

The Title VII program was discussed with the project coordinator, the district's director of funded programs, the district's coordinator of bilingual education, building principals, and other administrators and supervisory personnel concerned with program management and evaluation.

F. Data Analysis

Student achievement in English proficiency was measured by the Language Assessment Battery. Pre and post test data was collected by district staff and descriptive statistics were calculated to determine gains attritibutable to the program.

Formative evaluation was conducted throughout the year by district staff and by this evaluator during Spring 1980. Data was collected from a variety of sources in order to achieve a balanced and reliable overview of the program.

III. PROGRAM GOALS AND OBJECTIVES

The Chinese bilingual education program is designed to provide limited English proficient children with a learning environment and instructional activities which enable them to acquire the skills and concepts needed for academic progress and success. Emphasis has been placed on expanding and stregthening the native language in conjunction with the acquisition of skills in English as a second language. Emphasis is also given to the development of self-understanding and a positive self-image.

The primary goal of the program supported by Title VII funds is to meet the special linguistic, academic and cultural needs of the LEP children.

Short range objectives included:

- o Statistically significant gains in English language proficiency as measured by the Language Assessment Battery.
- o Significant gains in self-concept and self-esteem, as measured by teacher rating.
- o Appreciation of home culture and other cultures.
- o Staff development in the area of bilingual methodology.
- o Parent involvement.

IV. INSTRUCTIONAL PROGRAM

A. Class Organization

There were three schools -- P.S. 19, P.S. 20, and J.H.S. 56 -- participating in the Chinese Bilingual Educational Program in academic year 1979-1980. The program at P.S. 63 was terminated this year,as the number of Chinese students with limited English proficiency was insufficient to warrant formation of a bilingual class. This finding is a tribute to he effectiveness of the first two years of the program, as more than half of the students at P. 63 attained proficiency in English and were mainstreamed into the regular educational program.

There were two self-contained bilingual classes at J.H.S. 56, divided according to the pupils' proficiency in English. Each class contained pupils from grades 7, 8, and 9. There was one bilingual class at P.S. 19, consisting of pupils from grades K-6. There was also one bilingual class at P.S. 20, serving pupils from grades 2, 3, 4, 5 and 6.

Each class was served by one bilingual teacher funded by tax levy funds and two educational assistants funded by Title VII. Because of the presence of pupils from so many grades, traditional class organization was not appropriate. During most periods, the classes are divided into one main group and one or two smaller groups. The class at P.S. 19 was fortunate in having at its disposal an extra classroom. At the other two schools, the division was made within the regular classroom, resulting in an environment which required special adaptations by both teachers and students. The teachers and educational assistants were highly sucessful in holding the pupils' attention over the potential distractions from other learning groups.

The bilingual teachers provide instruction to one group at a time, while the educational assistants provide reinforcement and review.

Besides the difficulties in class organization, which had to be overcome there was also the diverse background of the pupils to be taken into consideration. The most serious problem is that of dialects. Even though the majority of the pupils speak Cantonese, there are significant numbers of Mandarin, Foochow, and Swatow speakers. All the Foochow speakers speak Mandarin also. All the teachers are Cantonese, though most speak Mandarin and one speaks Swatow also. A few of the educational assistants speak Mandarin as well as Cantonese.

This diversity in dialects not only requires the teacher to use more than one dialect in class, but also makes Chinese lessons extremely difficult. Instruction is provided in the national language, not in the dialects. Possibly because of the problem of dialects, most teachers use the national language for teaching, with dialects used mainly to explain difficult words and concepts.

Teachers have used music, art, and health education classes to help bilingual class pupils to mix with English speaking students. Bilingual pupils were very enthusiastic about this arrangement. As a whole, pupils were very well disciplined and enthusiastic about their class activities.

B. Curriculum and Instruction

The attainment of proficiency in English is an important aspect of Community School District # 1's Chinese bilingual program. All pupils in the Chinese bilingual program receive supplementary ESL instruction from a licensed ESL teacher in addition to the ESL instruction provided by their bilingual classroom teacher. There is at least one 45 minute ESL class per day. The bilingual teacher provides the primary instruction in the English language. The district has been fortunate to be able to provide extra, additional ESL service to the bilingual students (at no cost to Title VII). This is a supplementary, not duplicative service.

Students received bilingual instruction in each of the core curriculum areas. Subjects such as physical education, art, music, industrial arts, library were provided through English language instruction, with bilingual students integrated with monolingual students. The schedule which follows illustrates a typical program schedule.

SCHEDULE OF INSTRUCTION FOR BILINGUAL CLASSES*

	8:40 to 9:00	9:00 to 9:45	9:45 to 10:30	10:30 to 11:15	11:15 to 12:00	12:00 to 12:50	12:55 to 1:40	1:40 to 2:20	2:20 to 2:55**
			P	E	R	I	O	D	S
		1	2	3	4	5	6	7	8
Monday	M	Language Arts (Eng)	Math (Chinese/ Eng)	E.S.L.	Social Studies	Science (Chinese/ Eng)	L	Language Arts (Chinese)	Gym
Tuesday	T	Language Arts (Eng)	Math (Chinese/ Eng)	E.S.L.	Social Studies (Chinese/ Eng)	Science (Chinese/ Eng)	U	Language Arts Chinese)	Gym
Wednesday	W	Language Arts (Eng)	Math (Chinese/ Eng)	E.S.L.	Social Studies (Chinese/ Eng)	Science (Chinese/ Eng)	N	Language Arts (Chinese)	Music
Thursday	H A	Language Arts (Eng)	Math (Chinese/ Eng)	E.S.L.	Social Studies (Chinese/ Eng)	Science (Chinese/ Eng)	C	Language Arts (Chinese)	Industrial Arts
Friday	F R	Language Arts (Eng)	Math (Chinese/ Eng)	E.S.L.	Social Studies (Chinese/ Eng)	Science (Chinese/ Eng)	H	Language Arts (Chinese)	Arts

* The percentage of time spent in native language instruction is approximately 85 % at the beginning of the school year. The percentage is gradually decreased to 35 % as the students' proficiency in English increases.

** Classes are conducted in English: classes such as industrial arts, music are rotated each semester with electives such as typing, health.

The program purchased and implemented a variety of high quality materials. All instructional materials and techniques were selected to enhance the proficiency of children in the English language. A variety of multi-media and multicultural materials were used to develop English language proficiency. Materials include: filmstrips, textbooks, skill books, task cards, games, puzzles, cassettes, maps, graphics, manipulatives, etc.

Materials used in the program avoid negative stereotypes of members of any ethnic or racial group and positively reflect where appropriate the culture of the children within the program.

The materials and techniques purchased and implemented are defined in reference to authorized activities of the Act and are designed to assure positive results in the attainment of our objectives.

The amount of time and actual content of the five curriculum instructional areas depend upon the grade level and language fluency of the children. Small group and individualized instruction were stressed in order to meet the needs related to individual differences among children.

The section which follows describes materials and techniques used in the various content areas. Please see attachment 1 for further detail of materials.

1) English Language Activities

a) Kindergarten and First Grade: Open Court Reading Programd constitues the major vehicle for the development of receptive and expressive language fluency by teacher basic language concepts and skills. The emphasis is on teaching children the languageused in the classroom. Children learning English as a Second Language are systematically taught to identify familiar and new concepts and how to use these concepts in statements and questions.

Chinese-dominant students learning English as a Second Language were grouped according to ability. The Level A of Open Court consists of 55 lessons. Some students completed or came close to completing the entire track, while the less-proficient students did not. However, the groupings were flexible so that faster progressing students could move up to the next higher group. The Level B Program is designed to give the children more information about the world around them - information which they can process with theirexpanding language analysis skills. As in the kindergarten component, oral language will be stressed with emphasis placed on repetition and pronunciation drills using dialogues, plays, puppets, games.

One of the advantages of the reading continuous progress system is that as the child moves up in grade level he can continue according to his achievement level from his previous grade.

b) Second and Third Grades: In the second grade of the Bilingual/Bicultural program students continued to build oral and written skills. As students gained mastery over the decoding skills in English at some point in the year emphasis was placed on vocabulary building ard conprehension skills.

In the third grade of the Bilingual/Bicultural program, the students continued to progress in their ability to understand, speak, read, and write in English. In addition to readers, workbooks and other instructional materials being used to further the learning of language skills, language art books were

used to improve the students' understanding of the structure of the language.

c) Fourth and Fifth Grades: These two grades of the Bilingual/Bicultural program represent vertical expansion. Students continued to progress in their ability in all aspects including a basal reading series supplemented by an individualized language arts kit.

d) Sixth Grade: The Sixth Grade Bilingual/Bicultural Classes was self-contained. The Sixth Grade Class was given intensive E.S.L. and English Lanuage Arts instruction through the coordinated efforts of the personnel utilizing a variety of books, instructional equipment, appropriate software and other instructional materials.

e) Seventh, Eighth and Ninth Grades: The program's Bilingual/Bicultural classess were departmentalized. Within the departmentalized framework, the classess received intensive E.S.L. instruction. The classes were divided into small groups according to the student's ability to function orally in English. The teacher worked with one small group and the educational assistant worked with a second group.

2) Chinese Reading and Language Arts

a) Kindergarten and First Grade: In the kindergarten level of the Bilingual/Bicultural program, the Chinese dominant children received instruction designed to develop the cognitive skills necessary for a successful educational experience. Oral language was used to build vocabulary and structure skills necessary for reading in the native language. As these skills were developed the skills were developed the students began to use books and other instructional materials to teach basic phonics with emphasis placed on those sounds that are similar in English. In this way, as a first experience in Language Arts the students developed skills which will build upon the skills being learned in English as a Second Language. The oral language was developed through dialogs, plays, puppets, and games with emphasis placed on repetition and pronunciation drills. Groupings were flexible so that progressing students could move up to the next higher group. The Modern Chinese Series was used.

b) Second and Third Grades: Second graders were placed in the Modern Chinese Series at a level appropriate to their past rate of progress. Most fell near the end of Cycle II and worked their way into the new Cycle III.

Third grade students poiked up the language program at the point where they ended their second grade instruction. As they completed Cycle III of the Modern Chinese Series, the teacher provided language arts instruction in accordance with the appropriate New York City Board of Edcuation curriculum guidebooks.

c) Fourth and Fifth Grades: These two grades represent vertical expansion. The students in the fourth grade have had the Modern Chinese Series Level I, II and III and began instruction according to the appropriate New York City Board of Education curriculum guidebooks.

d) Sixth Grade: The sixth grade Bilingual/Bicultural class was self-contained. Students in the class were divided into small groups according to the student's ability to function in Chinese. Each student was tested to determine his skills in Chinese and was placed accordingly into a reading or language group. The classroom teacher worked with one small group. This small group approach served to individualize the instruction and allowed more attention to be given to each student.

Reading skills were developed through a series of approaches. Native language reading books were utilized by the beginning group. This series was supplemented by various individualized native kits. Use was also made of various instructional equipment. Loh's Introduction to Chinese and the Modern Chinese Text were utilized. The more advanced group began to combine their decoding skills with language structure skills. These children used an appropriate series of native language reading books. These series contained workbooks that correspond with the particular skill under consideration. The Golden Mountain Series was used.

e) Seventh, Eighth and Ninth Grade: The seventh grade bilingual classes were departmentalized. Students in the reading class were divided into small groups according to the student's ability to function in the Chinese language. Each student was tested to determine his skills in language and was placed accordingly into a reading or language group. The teacher worked with one small group, the bilingual educational assistant worked with a second small group. This small group approach served to individualize the instruction and allowed more attention to be given to each student.

3) Reading

a) Kindergarten and First Grade: The district felt it was necessary to implement a kindergarten program which focused to the development of cognitive skills necessary for a successful educational experience. Thus, all kindergarteners began a reading series which is designed to teach the child each skill he needs in order to read. In Cycle I, the kindergarten students were taught basic decoding skills.

First graders began with the Golden Mountain Series because many were on a higher readiness level than the students in kindergarten, due to longer time spent in the school setting. The majority of the first graders began Cycle II at some point toward the end of the first grade.

b) Second and Third Grades: In the second grade of the Bilingual/Bicultural program individual rates of growth governed the speed at which the pupils progressed through the sequential program. Because of language differences, children moved through the materials at different paces. Reading Cycle II emphasized comprehension skills, building on the skills taught in the first cycle. All special symbols were phased out as the child progressed through the second cycle. The children learned to read longer and more complex stories fluently and with understanding, relying upon increasing word-attack skills and sight word vocabulary. Children began to answer written questions in order to demonstrate understanding. At the completion of Cycle II, the children had learned solid word-attack skills and had acquired a large reading vocabulary.

Cycle III of the reading program was available for all participants as they completed the preceding cycle. Most third grade students used cycle III materials. As pupils completed the cycle III materials, they had a solid background in the various word recognition and comprehension skills so that they encountered little difficulty in a transition toward a basal reading series supplemented by an individualized reading library kit.

c) Fourth and Fifth Grades: Sutdents in these grades continued where they left off in June using a variety of approaches of the native language instruction and a wide variety of Chinese language instructional materials. The Chinese dominant sutdents commenced study at the appropriate level in the sequence of instruction; oral language skills were emphasized. Groupings were flexible

so that faster progressing students could move up to the next higher group.

d) Sixth Grade: The sixth grade Bilingual/Bicultural classes were self-contained. Students in the class were divided into small groups according to the students ability to function in English. Each student was tested to determine his various reading skills in English and was placed accordingly into a reading group. The classroom teacher worked with one small group and the bilingual educational assistant worked with a second group.

e) Seventh, Eight and Ninth Grades: The seventh grade Bilingual/Bicultural classess were departmentalized. Students in the reading class were divided into small groups according to the students ability to function in English. Each student was tested to determine his various skills in English and be placed accordingly into a reading group. The teacher worked with one small group and the bilingual educational assistant worked with a second group.

4) Mathematics

a) Kindergarten and First Grade: Mathematics instruction in the Bilingual/Bicultural Program was first given in the native language of the student. The student learned the appropriate concepts in English.

Mathematics instruction at the kindergarten level also utilized the medium of inquisitive games as the vehicle for developing concepts of numbers and space. The inquisitive games utilized manipulative materials in structured activities and games in order to provide children with opportunities to discover strategies for observing; classifying and organizing material; making decisions and solving problems. Fourteen mathematics oriented games and activities were utilized. In addition, kindergarten students used a mathematics text series which is printed in both Chinese and English so that the students follow the same learning sequence in both languages.

In the first grade of the Bilingual/Bicultural program the students used the first grade level of a mathematics textbook and workbook series which is printed in both Chinese and English. The program was also supplemented by manipulative materials for concrete experiences.

b) Second and Third Grades: The second and third grades of the Bilinqual/Bicultural program continued to learn concepts in mathematics using an appropriate textbook printed in both Chinese and English editions. The program was supplemented by manipulative materials for concrete experiences.

c) Fourth and Fifth Grades: The fourth and fifth grades of the Bilingual/Bicultural Program represented vertical expansion. The students continued their learning of mathematics skills using the text and workbook series in parallel English and Chinese editions, supplemented with manipulative math materials utilizing a laboratory approach.

d) Sixth Grade: The sixth grade bilingual/bicultural classes were self-contained. Students in the class were divided into small groups according to their ability in mathematics. Each student was tested to determine his various skills in mathematics and was placed accordingly into a mathematics group. The classroom teacher worked with one small group, the bilingual educational assistant workded a second group. This group approach served to individualize the instruction and allowed more attention to be given to each student. Mathematics instruction in the Bilingual/Bicultural program was given in both Chinese and English.

In the sixth grade, the students used the fifth and sixth grade levels of a mathematics textbook and workbook which is printed in both the native language and English. These textbooks were supplemented with manipulative math materials utilizing a laboratory approach. The units covered were in accordance with the appropriate New York City Board of Education Curriculum Guidebooks in Mathematics.

e) Seventh, Eithth and Ninth Grades: The 7th - 9th grade bilingual classess were departmentalized. Students in the class were divided into small groups according to the students' ability in mathematics. Each student was tested to determine his various skills in mathematics and was placed accordingly into a mathematics group. The classroom teacher worked with one small group, the bilingual educational assistant worded with a second group. This small group approach served to individualize the instruction and allowed more attention to be given to each students. Mathematics instruction was given in both the native language and English. Textbooks were supplemented with manipulative math materials utilizing a laboratory approach. The units covered were in accordance with the appropriate New York City Board of Education curriculum guideboods in mathematics.

5) Other Content Areas

Instruction in other content areas such as science, social studies, health, music and art were provided at each of the grade levels in accordance with the appropriate New York Cith Board of Education curriculum handbooks. Instruction was in both English and Chinese as appropriate. In addition, wherever possible, instruction in these content areas was integrated with bicultural instruction. The amount of instructional time spent on these areas was in accordance with the appropriate curriculum handbooks. Throughout these content areas instruction was geared towards meeting individual needs.

6) Activities Related to Culture

a) Kindergarten and First Grade: Bicultural education at the kindergarten level stressed an introduction to the Chinese and North American cultures through the vehicles of foods, music, dance, art and holidays. Funds were used for the purchase of typical American and ethnic foods which were prepared and tasted in the classroom. Similarly the children learned songs, games, dances and musical rhythms of the native culcure and North American cultures. Parental participation was an important ingredient in these aspects of bicultural education.

b) Second and Third Grades: In the second grade of the Bilingual/ Bicultural program, students began to work on idividual and grojp projects and reports with resp-ct to bicultural instruction and social studies units. As in the first grade, foods, holidays and music were used as motivating techniques from which a more indepth study or project was developed. Third grades became involved in programs for Chinese Culture Week, Brotherhood Week, Mid-Autumn Festival and Chinese New Year.

c) Fourth and Fifth Grades: The fourth and fifth grades of the Bilingual/ Bicultrual Program continued to receive instruction in the bicultrual aspects of bilingual education. The instruction was project-oriented and integrated with other curriculum areas such as social studies, georgraphy, language arts, etc. Students were involved in stage production activities for assembly programs for such events as Mid-Autumn Festival, Brotherhood Week, Chinese New Year, Chinese Culture Week, Columbus Day etc. Students also took trips to places of interest for bicultural understanding; Chinatown, Metropolitan Museum of Arts, Asian institute.

d) Sixth Grade: The sixth grade Bilingual/Bicultural classes integrated bicultural education with other curriculum areas such as Social Studies, Language Arts, and Reading in the native language. Students wre also involved in stage production activities for assembly programs for such events as Chinese New Year, Autumn Festival, Brotherhood Week, Chinese Cultural and Heritage Week. Students took field trips to places of interest for bicultural understanding including Chinatown, Metropolitan Museum of Arts, Asian Institute. A highlight of the Bilingual/Bicultural program was the annual Bilingual Show. The students performed songs, dances, poetry, and skits representative of their various countries of origin.

e) Seventh, Eight and Ninth Grades: The seventh grade Bilingual/Bicultural classes integrated bicultural education with other curriculum areas such as Social Studies, Language Arts and native language reading. Plays and novels were studied in the perspective of literary history of the participating students' native country. Students were encouraged to make individual projects in order to demonstrate different points in the history of their native countries. Students were also involved in stage production activities for assembly programs for such as Chinese New Year, Chinese Cultural Heritage Week. Students took field trips to places of interest for bicultural understanding including Chinatown, Asian Institute, Metropolitan Museum of Arts.

7) Use of Educational and Cultural Resources

The bilingual program benefited from additional input and information from a wide variety of educational and cultural resources.

o The Bureau of Bilingual Education of the State Education Department, with offices in Albany and New York City, provided technical assistance and program specialists to assist in the program development, implementation, and formative evaluation.

o The Office of Bilingual Education of the New York City Board of Education has been a valuable resource to the district's bilingual programs. OBE has also provided a series of technical assistance meetings to assist district staff in planning more effective programs.

o Existing educational resources throughout New York City and the Metropolitan area were utilized by Title VII staff and students. Target classes visited such cultural centers as the China Institute, the Museum of the City of New York, the Metropolitan Museum of Art, the Museum of Natural History, etc. to study special exhibits on Chinese art, history and culture.

In addition, the program drew resources and services from other multicultural organizations such as: The Family Institute, Inc., Educational Alliance, and others. Students and their families who were judged to be in nned of special assistance and individual services, e.g., health or social services, were referred to cooperating community agencies and service organizations: Catholic Charities, the Henry Street Settlement House, Bureau of Child Guidance, Urban Job Corps, Gouveneur Hospital, Beekman Downtown Hospital, Immigrant Social Services, International Rescue Committee.

Other agencies and institutions in New York City have been utilized by the bilingual program and will continue to be available to project staff: Asian Bilingual Curriculum Development Center, Board of Education Curriculum Library, Long Island University, New York University.

V. EVALUATION FINDINGS

A. Achievement

The Language Assessment Battery was administered in Spring 1979 (Fall 1979 for new entrants) and again in Spring 1980 to evaluate students' proficiency in English. The results of this testing program are reported in the table below, which presents pre and post-test data for each subtest of the LAB, by school and by grade. Data reported represent percentile ranks, with ranks > 20th %ile indicating proficiency, according to the Lau Remedies followed by the N.Y.C. Board of Education.

Title VII 1979-80

Language Assessment Battery

	Listening & Speaking		Reading		Writing	
	Pre	Post	Pre	Post	Pre	Post
P. 19						
Grade 1	1.33	12.33	0.00	6.00	1.17	4.67
Grade 2	2.50	16.00	3.50	9.50	3.50	9.00
Grade 3	11.88	18.38	4.50	11.88	5.75	6.50
Grade 4	5.20	14.80	6.20	10.60	4.00	8.60
Grade 5	17.50	22.50	6.00	17.50	7.50	12.00
Grade 6	15.00	26.50	12.33	24.33	9.83	14.33
P. 20						
Grade 2	9.44	16.50	1.44	0.50	3.22	2.00
Grade 3	9.83	28.00	3.33	12.00	4.67	13.00
Grade 4	8.43	23.80	8.00	14.50	4.86	11.25
Grade 5	0.00	16.00	0.00	12.00	0.00	12.00
Grade 6	0.00	26.00	0.00	10.00	0.00	11.00
J. 56						
Grade 7	12.69	15.81	10.42	12.61	6.77	7.84
Grade 8	14.21	17.81	12.67	16.88	9.21	11.84
Grade 9	12.80	16.80	10.00	15.80	8.80	14.00

These data show significant gains in all subtest area across all grades and schools (except grade 2 at P20, which showed gains only in listening and speaking). These results provide evidence that the program made substantial progress toward meeting its goals.

B. Attendance

The attendance of students in the Chinese bilingual program was superior to the attendance of any other group of children in the district. Program participants averaged fewer than 5 absenses per year, with a large number of students demonstrating perfect attendance. The district as a whole averages 83% average daily attendance and ranks 29th among the 32 community school districts in New York City.

C. Parent Involvement

Throughout the year, the coordinator of the program held meetings with parents. The parents at P.S. 19 were especially active throughout the year.

From our questionnaire (See Attachment #2), we found that the parents were very well impressed by the teaching staff. Around two-thirds thought that their children had progressed in English, while about half thought that the same about progress in Chinese reading and writing, and other subjects. 86% of the parents considered the performance of the coordinator as satisfactory.

As for involvement of the community, the coordinator has established liaison with cooperating community agencies to provide special services to pupils and parents, e.g. health, legal, social, cultural, recreational & educational. Among these are the Chinese Benevolent Association, Chinatown Planning Council, Chinatown Manpower, Intermantional Rescue Committee, and Immigrant Social Service.

VI. CONCLUSION

As a whole, we conclude that pupils in the Chinese bilingual program succeeded in improving their proficiency in English and Chinese. Pupils have made significant improvement on their self-image area and they consider the program useful. Generally speaking, the program has been successful in involving the community and parents who seem quite satisfied. P.S. 20 has offered English as a second language classes to adults.

We highly recommend that the district work with other Chinese educators to identify or develop curriculum materials in the Chinese language. There is, of course, a lack of highly quality materials and efforts must be made to identify/adapt appropriate materials.

The district has been successful in meeting the needs of the Chinese students at target schools and has demonstrated effort to affect improvement in the students' English, Chinese, self-concept, appreciation of home culture, parental involvement and positive attitudes toward the program. The progress has been made toward meeting the objectives, and every effort will be made to continue to meet the needs of the students.

Attachment 1
Curriculum Materials

School	Teacher's name	Course	Textbook they are using now
P.S. 19	Mrs. Sirat Golden	Language Arts (Chinese)	1. Hsien Tai Kuo Yu (1-3) 2. Gold Mountain Series (1-3)
		Language Arts (English)	1. More Time and Places 2. New Practice Reading Book A-D 3. City Sidewalk, Meeting New Friends 4. Modern American English 1-3 5. In the City, Around the City 6. Uptown Downtown, My City
		Social Studies	1. Green Light Co. 2. New Practice Readers A-D
		Science	1. Working with Science
		Mathematics	1. Working with Numbers 2. New Way in Numbers 3rd-5th Gr. 3. Health Mathematics 1st Grade 4. Mathematics 2nd Grade
P.S.20	Winnie Wong	Language Arts (Chinese)	1. Golden Mountain 2. Reading Series
		Language Arts (English)	1. Ginn and Company, level 5, 6, 7, 8, 9.
		Social Studies	1. Basic Social Studies (Harper, Row, Publisher)
		Science	1. Today's Basic Science (Harper & Row, publishers)
		Mathematics	1. Holt School Mathematics (Holt, Rinehart & Winston, publishers)

School	Teacher's name	Course	Textbook they are using now
J.H. 56	Anne Yee	Social Studies	1. Our New York, J.E. Pevine 2. Urban America, Sadler Social Science program 3. Teacher-made materials
		Mathematics	1. Refresher Math, Stein 2. Working with Numbers, Shea
	Karen Mashberg	Language Arts (Chinese)	1. Modern Chinese Text (H.K. Publishing Co.) 2. Loh's Introduction to Chinese
		Science	1. Pathways in Sci - Biology I - Earth ScienceI - Physics I (by Ovenhorn & Idelson)
		Mathematics	1. Refresher Maths by Stein

Questionnaire for Parents

Y = Yes or Agree
S = Somewhat
N = No or Disagree
NA = Not Applicable or No Opinion

I. General Information

1. Years have been in the United States (check one):
   36% about 1 year
   13% about 1½ years
   3% about 2 years
   5% about 2½ years
   44% more than 3 years

2. Name and age of the child _____

3. Grade level of the child _____

4. Child's use of Chinese (check one):
   5% very little
   5% little
   45% able to understand basic Chinese
   45% able to carry on a conversation

5. Year of the child's residence in America:
   38% ½ year
   35% 1 year
   14% 1½ years
   5% 2 years
   8% more than 3 years

6. Child's use of English (check one):
   35% very little
   11% little
   38% able to understand basic English
   16% able to carry on a conversation

7. Child's attendance at Saturday school (check one):

3% every Saturday

17% not every Saturday

79% never

II. Language (check one)	Y	S	N	NA
1. For all subjects Chinese should carry heavier load.	42%	22%	31%	6%
2. For all subjects English should carry heavier load.	79%	13%	5%	3%
3. For teaching Chinese History, Geography, and Culture, Chinese must carry heavier load.	49%	20%	20%	11%
4. For teaching American History, Geography, and Culture, English must carry heavier load.	78%	14%	3%	5%
5. Parents should use Chinese with child at home (exclusively).	84%	11%	3%	3%
6. Parents should use English with child at home.	9%	19%	38%	34%
7. Parents may use both Chinese and English with child at home.	31%	25%	22%	22%

III. Classroom Activities	Y	S	N	NA
1. Teaching strategy is appropriate.	91%	9%	0%	0%
2. Teacher and assistant are doing their best to help the children.	100%	0%	0%	0%
3. Both teacher and assistant are doing their best to help the children.	97%	3%	0%	0%
4. Teacher and assistant are highly motivated.	97%	3%	0%	0%
5. Children enjoy learning.	94%	6%	0%	0%
6. Teaching equipments are enough.	69%	22%	3%	6%
7. Teaching equipments are properly used.	69%	31%	0%	0%
8. Generally speaking, the class is well organized.	62%	27%	4%	8%

IV. Bilingual Instructional Materials				
1. Degree of difficulty of the language used is appropriate to the child's grade level.	51%	34%	6%	9%
2. Content is appropriate to child's age level.	63%	29%	3%	6%

	Y	S	N	NA
3. Bicultural features are found in textbooks.	59%	32%	3%	5%
4. More Chinese books are needed for reading.	53%	21%	21%	6%
5. Teaching materials are helpful to the child.	85%	12%	0%	3%

V. Child's Progress

1. Our child's listening comprehension in Chinese has improved since he joined the program.	66%	34%	0%	0%
2. Our child's speaking ability in Chinese has improved since he joined the program.	62%	38%	0%	0%
3. Our child's reading ability in Chinese has improved since he joined the program.	43%	53%	3%	0%
4. Our child's writing skill in Chinese has improved since he joined the program.	48%	48%	3%	0%
5. Our child's listening comprehension in English has improved since he joined the program.	70%	30%	0%	0%

	Y	S	N	NA
6. Our child's speaking ability in English has improved since he joined the program.	67%	30%	4%	0%
7. Our child's reading ability in English has improved since he joined the program.	65%	32%	0%	3%
8. Our child's writing skill in English has improved since he joined the program.	62%	35%	0%	3%
9. Our child's progress in other subject matters is apparent.	47%	44%	0%	9%
10. We receive our child's school work evaluation reports reguarly.	76%	18%	3%	3%
11. Do you feel that the program has helped your child to make an adjustment to the school, community, peer group and environment?	64%	27%	3%	6%

VI. Your Evaluation of the Program

1. Do you think that a stronger leadership is needed for the program?	69%	19%	0%	12%

	Y	S	N	NA
2. Do you feel that the bilingual coordinator has performed his/her job well?	63%	23%	0%	13%

VII. Others

1. Do you wish to hold workshops for parents at least once a year?	68%	18%	0%	15%
2. Do you think that there should be more meetings between parents and bilingual personnel of the school?	82%	6%	0%	12%
3. Do you wish to have some cultural activities to help your child to understand American culture?	76%	12%	0%	12%
4. Do you wish to have some Japanese cultural activities to help American children and parents to understand Chinese culture?	56%	28%	0%	16%